DOCUMENT RESUME

ED 270 025 HE 019 339

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TITLE	Management Development Program. Preliminary Organizing Structure for Identifying Educational Activities.
INSTITUTION	National Center for Higher Education Management Systems, Boulder, Colo.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	Jun 81
NOTE	39p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Role; *College Administration; College Planning; Decision Making; *Educational Needs; Higher Education; Information Centers; Institutes (Training Programs); *Management Development; *Professional Training; Seminars
IDENTIFIERS	*National Center for Higher Educ Management Systems

ABSTRACT

The Management Development Program, which was designed to address the needs of executive-level administrators of higher education, is described. The program was developed by the National Center for Higher Education Management Systems (NCHEMS). Seven limitations of executive-level administrators are identified, along with the capabilities of NCHEMS to respond to each limitation. In 1980, in order to ensure that NCHEMS would not duplicate efforts of to ensure that NCHEMS would not duplicate efforts of other organizations, a review was conducted of the types of instructional education administrators. This study focused on: curricula of higher education administrators. This study focused on: curricula of higher education programs and centers at universities, seminars and institutes conducted by universities and educational associations, and the instructional services of a few noneducational associations. The scope of the Management Development Program is limited to the functions of planning, organizing, and evaluating. The decision-making context in higher education is related to the management context, environmental impact, and executive-level role. These elements and the specific management topics provide a framework for identifying activities that the program can offer, including management seminars and institutes. Specific topics within this framework are identified. (SW)

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MANAGEMENT DEVELOPMENT PROGRAM

Preliminary Organizing Structure for Identifying Educational Activities

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Internal Report
Sherrill Cloud
June, 1981

Preliminary Organizing Structure for Identifying Educational Activities

NCHEMS mission is to enhance the effectiveness and efficiency of higher-education organizations by fostering improved management in the higher-education setting. One of the ways to go about accomplishing this mission is to provide individual administrators with opportunities for acquiring knowledge and skills in higher-education management. In fact, this is a primary objective of the Center due to the recognition of the limitations of higher-education administrators.

The Limitations of Higher-Education Administrators

Those individuals who serve as administrators in higher-education institutions have little, if any, formal training in higher-education management. They tend to come to their jobs by two different routes. One group moves from academic ranks into administrative positions and has little or no education or experience for management roles. Persons in the other group assume administrative positions for which they have had specific education, training, or experience related to that job but not to the college or university setting. In neither case are administrators introduced to the context of management in the higher-education setting except as, and if, they assimilate it through experience.

In a lecture entitled "The Education of Administrators for Higher Education,"[1] Harland Cleveland, Director of the Program in International Affairs at the Aspen Institute for Humanistic Studies, proclaimed, "The title of this lecture is a fraud." He went on to say:

> Like presidents of the United States, the managers of higher education do their job-related learning on the job--if, indeed,

[1]Presented at the Fourth David D. Henry lecture at the University of Illinois at Urbana-Champaign on April 13-14, 1977.

> the ever learn. What Robert Frost said about students is notably true of college and university administrators--that "education is hanging around until you've caught on."

Dr. Cleveland quoted Isaiah Berlin regarding how one's responsibility increases in direct ratio to one's ignorance of an ever-expanding field, and then said:

> Of course none of us is trained for the scary profession of managing more while knowing less. No university in the world...offers a Ph.D. in Getting It All Together.

Dr. Cleveland then proceeded to question the viability of the administrative role in higher education:

> Can hundreds of thousands of administrators in public education handle their growing responsibilities despite their growing ignorance of the details of the expanding complexity for which they are responsible? Can the ablest people in every field be induced--by these same administrators--to give thought to the largest problems of the nation, and the world? The idea is preposterous enough to be promising.

In a similar manner of optimism, NCHEMS feels it can, through the Management Development Program, help address some of the limitations and needs of individual executive-level administrators in higher education. To justify this optimism the major limitations of higher-education executives were itemized; then NCHEMS capabilities for responding to these limitations were evaluated and listed, as noted in Exhibit 1.

NCHEMS Capabilities for Helping Higher-Education Administrators

As a national center with over a decade of experience devoted to improving management in higher education, NCHEMS is a unique resource for:

- understanding the management context in higher-education institutions
- understanding the limitations and needs of individual, executive-level administrators in higher education

EXHIBIT 1

Management Development Program's
Response to the Limitations of
Executive-Level Administrators in Higher Education

Limitations	NCHEMS Capability for Responding to the Limitations
Executive-Level Administrators in Higher-Education:	*NCHEMS, as a National Center and Resource:*
• Have little, if any, preparation for higher-education management --Those from academic ranks probably have no management training or experience. --Those in certain business positions have management training limited to a specific functional area and have no training for the college/university setting.	• Can assess, analyze, and summarize what higher-education administrators need education in and knowledge about in order to more effectively carry out their responsibilities. • Can help (through promotional activities, publications, written and verbal presentations, networking, etc.) higher-education administrators become more aware of their limitations in management skills and/or in understanding the management context in the higher-education setting.
• Have limited information about the resources available to them re improving their management capabilities, better understanding the higher-education setting, and keeping up on issues affecting higher education.	• Can serve as a brokering agency to provide information about existing resources in this area (e.g., seminars/institutes/workshops, training guides, reference materials, etc.) • Can conduct instructional programs in specific subject and topical areas as needed. • Can publish, issue papers and instructional guides as feasible and appropriate.
• Have limited time to read materials or to attend seminars/institutes addressing better management practices and current issues of importance.	• Can publish brief summaries of current issues and new management practices and focus on these topics in seminars. • Can conduct one to two day seminars and one to two week institutes to accommodate limited schedules.
• Have limited time and/or money for travel.	• Can conduct seminars and institutes around the country to enable attendance with limited travel.
• Have limited confidence in being able to learn how to be a leader and executive, except by sharing experiences with peers.	• Can contract with specialists who have had practical experience at a peer level and would be respected by potential participants.
• Have limited patience with formal instructional settings and need to be actively involved.	• Can research and develop effective methods for imparting knowledge and sharing information appropriate to executive-level administrators.
• Rarely graduate from higher-education programs, and, when they do, find the training limited for executive management.	• Can provide feedback to centers of higher education about the limitations administrators perceive in the current curriculums.

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- knowing and disseminating information about existing resources available to higher-education administrators to help them improve their management capabilities, better understand the higher-education setting, and keep aware of current issues

- identifying needs of executive-level administrators not being addressed by other sources and fill that void through various means, such as conducting seminars/institutes, publishing self-instructional guides and topical reports on current issues and management practices, and providing a forum for executive-level administrators to exchange information and ideas

In order to identify the specific role or niche for which NCHEMS is most suited, as well as to avoid unnecessary redundancy or overlap with other organizations, a review of the types of instructional programs and educational services already available for higher-education administrators through other sources was undertaken. During the fall of 1980, a study was conducted regarding (1) curriculums of higher-education programs and centers at universities, (2) seminars and institutes conducted by universities and educational associations, and (3) the instructional services of a few noneducational associations, such as the American Management Association and the National Training Labs. The following general conclusions were derived about each of these categories:

Review of curriculums of university higher-education programs and centers. For the most part, higher-education programs in colleges and universities are involved in pre-service training. Although many degree candidates have professional experience and are working, they often are not pursuing graduate work in the same field. If a person is pursuing graduate work in the same field, it is for the purpose of achieving a much higher position rather than for acquiring additional knowledge to do the current job better.

While many higher-education programs intend a balance of theory and practice, most have a heavy academic or research orientation which is reinforced by faculty with backgrounds involving more theoretical exposure than practical experience. This emphasis on theory is sometimes modified by internships and other practical experiences.

The primary delivery system in colleges and universities is, of course, courses. (Some colleges and universities also run workshops or institutes for in-service training or education, but this method is not characteristic.) The courses are taught by an academic faculty with advanced degrees in the social sciences or in aspects of higher-education administration or business. The lecturers and adjunct faculty who are sometimes used tend to be consultants and occasionally practitioners.

The curricula in many of the higher-education programs are similarly structured with a core of required courses (or subject areas) and a group of electives. In the major higher-education programs reviewed, ten listed their focal areas. Of these, the topics repeated most often included:

Educational Administration & Organization	(7 out of 10)
Finance	(4 out of 10)
Personnel	(4 out of 10)
Institutional Research, Research Design & Data Analysis	(5 out of 10)
Organizational Theory	(3 out of 10)
Policy Studies	(3 out of 10)
Governance	(3 out of 10)
Community College Administration	(3 out of 10)
History of Higher Education	(3 out of 10)
Law and Higher Education	(2 out of 10)
Adult and Continuing Education	(2 out of 10)
Management	(2 out of 10)

The higher-education programs reviewed tended to view the study of higher education broadly and not with an established focus on management. The M.A. programs were often aimed at students focusing on middle level administrative positions. Doctural programs were often aimed at individuals interested in

academic and scholarly careers rather than executive-level administrative positions.

Review of administrative seminars and institutes offered by universities and national professional associations. There are seven major institutes conducted by universities aimed at helping practicing administrators in the higher-education setting. One institute conducted by a system focuses on helping its own administrators by providing in-service training as well as training for advancement to higher positions. It accomplishes this objective by offering various short-term conferences and seminars devoted to specific topics. The other six institutes range from nine days to six weeks and attempt to provide, in varying degrees, a broad and integrated approach to college and university administration. All but one of these institutes focus on operational aspects of management rather than policy and strategic concerns. Although some of these institutes may include strategic concerns, the tendency is to devote more time to covering areas such as budgeting/accounting, management information systems and computers, and specific line operational functions such as student services, personnel, etc. Also, none of these institutes is limited solely to current or aspiring executive-level administrators. (Harvard's Institute for Educational Management originally was limited to executives but has broadened its admission criteria in recent years.)

The seminars, conferences, and meetings conducted by the national, professional associations tend to be narrow in focus, dealing with a specific topic or issue, and aimed at helping their specific constituency. They thus provide in-service training (i.e., NACUBO helps current business officers, AACRAO helps current admissions officers and registrars, etc.). A few organizations, such as AAHE and ACE, serve a broader constituency and often try to address the specific needs of executive-level administrators. However, they do so on a topic-by-topic basis with one- to two-day seminars offered periodically rather than with a broader program lasting for several days or weeks.

Review of instructional services offered by noneducational associations and organizations. There are several organizations who are in the business of conducting management development programs for all levels and types of managers and administrators. Perhaps the most thorough and efficient is the American Management Association (AMA); certainly it's the largest.

The limitations with the programs and activities of AMA (from our perspective) is that they have a general management focus and do not present the context of management in the higher-education or even nonprofit setting. AMA's programs and activities are described here to some length because they exemplify a well-designed model with potential applications for management training in higher education.

One method of acquiring professional management skills offered by AMA is the Extension Institute Certificate in the Business Management Program. The AMA Extension Institute brings educational materials to the user to be worked on at his or her own rate and time. At the end of each chapter, instructional programs provide immediate feedback. AMA staff members, available to answer questions, also grade the examination portions of the text. Case studies are designed to apply learnings to realistic business problems. Case 1 takes the user through a step-by-step process of application. Case 2 then provides an opportunity for the user to work alone. Successful completion of these courses count as Continuing Education Units toward an Extension Institute Certificate in Business Management.

Programs and activities of AMA have a pragmatic focus. The publication, *Executive Skills*, for instance, takes a "how-to" approach regarding specific skills. "How to Write Letters and Memos" is an example of one practical topic covered. AMA puts out a self-development guide for top-level executives in management seeking to increase their proficiency. The guide consists of

t[illegible] skills-building, general management self-study courses to help improve techniques in problem solving, communications, interpersonal relations, planning, control, and supervision. "How to Be an Effective Supervisor" is an audio/cassette workbook program with a "how-to" focus.

A basic part of AMA's professional development offerings is the AMA Management Course for middle- and upper-level managers. This program also emphasizes the practical aspects of management. Working in small teams, Management Course participants actively set up and operate their own competitive companies through four business quarters. They rotate roles in various line and staff positions and at different managerial levels. Active learning of this kind is characteristic of AMA's training approaches. In-basket exercises, role playing, and computerized simulations are also part of the course experience.

The curriculum for the Management Course is structured into four intensive one-week units spread over a period of twelve months. This intermittent schedule is intentionally designed to accommodate the schedules of executives. In addition, numerous complete courses are offered each year to maximize choice. The four units of the Management Course include:

UNIT 1

Management Dynamics - a basic introduction to the principles of management.

- The Executive Function
- The Skills of Management
- Human Problems of the Manager
- Problem Analysis and Solving
- The Economic Environment of Management

UNIT 2

Analytic Tools of Management - identifying the critical tools and strategies and the necessary considerations for planning and financial management.

Planning:

- Planning Rationale
- Interdependence of Levels of Planning
- Steps in the Planning Process
- Reviewing and Revising Plans

Basic Financial Management:

- The Nature of Financial Management

UNIT 3

Human Resources Management

- Elements of Interpersonal Communications
- Performance Measurement
- Appraisal
- Developing a Career & Life Strategy
- The Manager as Negotiator
- The Motivation of Behavior

UNIT 4

Leadership Laboratory

- The Nature of Leadership
- Team Building & Developing
- Leadership Skills
- 'Here & Now' Applications of Leadership Skills
- Job Enrichment
- Intragroup & Intergroup Development

The Management Course serves the needs of managers from a range of institutions including educational organizations. A minimum of three years of on-line experience is suggested. On successful completion of the course, participants receive 16.5 Continuing Education Units. These units are nationally recognized standard units of measurement earned for participation in qualified programs of continuing education. Additionally, the American Association Certificate of Completion is awarded after all four units of the Management Course are successfully completed. Faculty for the course are generally high-level business executives working in a variety of management settings.

AMA also has some courses specifically designed to fill the needs of senior-level executives who want to enhance their professional performance and increase their contributions to the organizations. These are:

- Improving Your Managerial Effectiveness (5 days)
- Executive Effectiveness Course (two, 1-week units with a break recommended between the units)
- Improving Your Management Performance: An Advanced Course (2 days)
- Effective Functioning as an "Assistant to" (2½ days)

Most well-known for their workshops and seminars, AMA also has portable programs which can be used on site. AMA brings a seminar and trainer or provides multimedia training programs that can be operated without outside help. Standardized seminars or training materials can also be customized to meet an organization's specific needs.

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Other services of the Association include:

The Management Review - a monthly periodical focusing on new developments in management.

Membership Publications - selected hardcover books on current management topics, survey reports, and management briefings.

Management Information Service - an information-finding service staffed by business trained specialists.

Executive Compensation Services - issuing reports with the information necessary for keeping compensation programs competitive.

Multimedia In-House Courses - including filmed presentations, filmed case studies and programmed instruction.

PRIME (Programmed Instruction for Management Education) - a series on self-instructing courses in book format.

Another national organization involved in management development is the National Training Labs (NTL). While AMA is involved in transmitting management knowledge, NTL's goal is to help individuals diagnose and develop interpersonal skills in management. NTL uses trainers who serve as facilitators with small groups (12 or fewer people). The facilitators encourage participants to talk and share experiences and ideas. A primary objective is to increase tolerance for greater differences in ambiguity as opposed to AMA's objective of increasing certainty and thus decreasing ambiguity. Types of topics addressed by NTL would include management personalities, stress management, time management, etc. (More detail about NTL is not provided here because it is not an appropriate role model for the Management Development Program.)

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Summary of Review of Other Instructional Programs and Services. These preliminary reviews of what other institutions and organizations (both educational and noneducational) are doing indicate that NCHEMS can play an important and needed role by developing a broad and integrated view of the executive-level function in the higher-education setting and by then (1) providing unique educational services, and (2) serving as a referral source for other existing services. NCHEMS

particularly has an advantage over the universities who conduct institutes and over professional, educational associations in that it can go about the task in a much more systematic and continuous manner. Additionally, NCHEMS, on one hand, has a broader constituency than most of the national, professional associations, and, on the other hand, a more limited and focused constituency than organizations such as AMA or NTL.

Based on continuing participation in various seminars and institutes conducted by NCHEMS and other institutions and associations, there does seem to be an expressed interest on behalf of administrators in general and the higher-education community in specific for various types of educational services. However, this does not negate the need for ascertaining information about specific needs and interests of executive-level administrators in higher education and the manner and time frame in which they choose to seek educational and informational assistance. Such analyses will be conducted as part of the Program's activities as time and resources permit.

Given the background just presented, the roles of the Management Development Program have been determined to be as follows:

1. Consider a broad and integrated view of higher-education management from the executive-level perspective as a basis for devleoping the Program's activities and services.

2. Review programs and services being offered by other organizations and institutions and determine the unique role NCHEMS can play (i.e., establish that niche most suitable and appropriate for NCHEMS involvement).

3. Focus on helping current or aspiring executive-level administrators, including the immediate support staff who have institution-wide responsibilities.

4. Evaluate current and long-range needs and interests of executive-level administrators.

5. Assess ways in which executives choose to or are capable of learning and thus determine types and lengths of educational services and published materials that are suitable and responsive.

6. Develop and conduct educational services that meet the preceeding criteria.

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Of primary importance to the Program is the consideration of a broad and integrated view of higher-education management from the executive-level perspective to serve as a guiding structure for determining and relating all educational activities of the Program. First, there is need to understand the uniqueness of higher-education institutions as organizations.

The Management Context

Higher-education institutions are open systems with many forces having an impact on the enterprise and with many ways existing for producing change within even one institution. The higher-education enterprise has multiple audiences (internally and externally) with diverse, and sometimes conflicting goals/outputs (education, service, research, products). Additionally, there are quite different goals and purposes within any one institution, with the most pronounced being those of the academic side versus the administrative/business side. This results in numerous types of organizational structures and processes that affect where decisionmaking, control, and coordination occurs, how communication takes place, the various types of leadership and ranges of effectiveness, and ways of effecting changes. Furthermore, the degree to which professional staff are or expect to be involved in management and decisionmaking in higher-education institutions varies a great deal. Overlaying all this is the extreme diversity among the various types of institutions (public/private, academic/technical, four-year/two-year) that affects values, missions, goals, constituencies, funding, size, structures, personnel, and so forth.

By combining an understanding of the uniqueness of higher-education institutions as organizations with an awareness of the limitations of higher-education administrators, one has described the unique aspects of the management context in the higher-education setting, as displayed in Exhibit 2.

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EXHIBIT 2

THE MANAGEMENT CONTEXT

IN THE

HIGHER-EDUCATION SETTING

The Need to Recognize the Unique Aspects of Higher-Education Institutions as Organizations	The Need to Recognize Higher-Education Management As a Profession & Field of Study
Higher-education institutions:	*Higher-education administrators:*
• Are pluralistic organizations with multiple audiences and diverse goals.	• Have little, if any, formal training in higher-education management.
• Are open systems greatly influenced by the external environment and capable of (or restricted by) various ways of producing a change of outcome.	• Are tracked into administrative positions from academic ranks and acquire an understanding of management from experience. or
• Reflect extreme diversity among types of institutions.	• Assume specific administrative positions based on formal education in directly related fields of study and acquire an understanding of the higher-education context from experience.
• Have professional staff with varying expectation levels re involvement in the decisionmaking process.	• Need to both understand the content and context of the higher education organization and have general management skills and knowledge.
• Contain multiple organizational forms (units and purposes) within any one institution.	• Need to have their profession recognized as a subspecialty by both the academic and other professional communities.

The Environmental Impact

The most significant aspect of the management context in the higher-education setting is the environment impact--at both the remote and proximate levels. As open systems, colleges and universities are greatly influenced by the external environment (those physical, historical, sociocultural, ecological, and technological conditions with distant effects on the organization and even by aspects of the internal environment (those actors, issues, and conditions with an immediate and/or direct influence on or from the organization). As a result, colleges and universities need to establish methods and means by which to monitor and respond to the various environmental effects on control, oversight, interdependence, and causes of exchange, competition, and opposition. Higher-education executives need to better understand not only the specific roles they can or should play, but also the various boundary roles played by other administrators and staff within the institution.

The Executive-Level Role

Given an awareness and understanding of the management context and the environmental impact/interrelationships, it is then necessary to define the executive-level role. To determine the scope and limits of that role (for the Program's purposes), it is helpful to review the management process in general.

The Management Process. In the management and business literature, various classifications of the major management processes or functions exist, and the categories can range from three (planning, organizing, controlling) to as many as eight or more. Most of thses processes are generically applicable to any setting, so the unique aspects of the higher-education setting will be set aside for the moment.

A view of the management process has been selected that seems the most encompassing and succinct. Exhibit 3 presents a diagram developed by R. Alec MacKenzie, Vice President of the Presidents Association, Inc., an organization affiliated with the American Management Association. (Mr. MacKenzie, it might be noted, has had extensive experience in planning, organizing, and teaching management seminars.) The key elements, tasks, functions, and activities are summarized in Exhibit 4.

Mr. MacKenzie describes his diagram in the following way:

> "This diagram shows the different elements, functions, and activities which are part of the management process. At the center are people, ideas, and things, for these are the basic components of every organization with which the manager must work. Ideas create the need for conceptual thinking; things, for administration; people, for leadership.
>
> Three functions--problem analysis, decisionmaking, and communication--are important at all times and in all aspects of the manager's job; therefore, they are shown to permeate his [her] work process. However, other functions are likely to occur in predictable sequence; thus, planning, organizing, staffing, directing, and controlling are shown in that order on one of the bands. A manager's interest in any one of them depends on a variety of factors, including his [her] position and the stage of completion of the projects he [she] is most concerned with. He [she] must at all times sense the pulse of his [her] organization. The activities that will be most important to him [her] as he [she] concentrates--now on one function, then on another--are shown on the outer bands of the diagram."

The functions and activities just presented can refer to almost any level of administrative role, including the executive-level role. Thus the specific types of topics and issues addressed would determine the level of management perspective being considered.

Management Approaches. While considering the management process it is important to understand that management as an organized body of knowledge and theory draws on practical management experience and on techniques and theoretical

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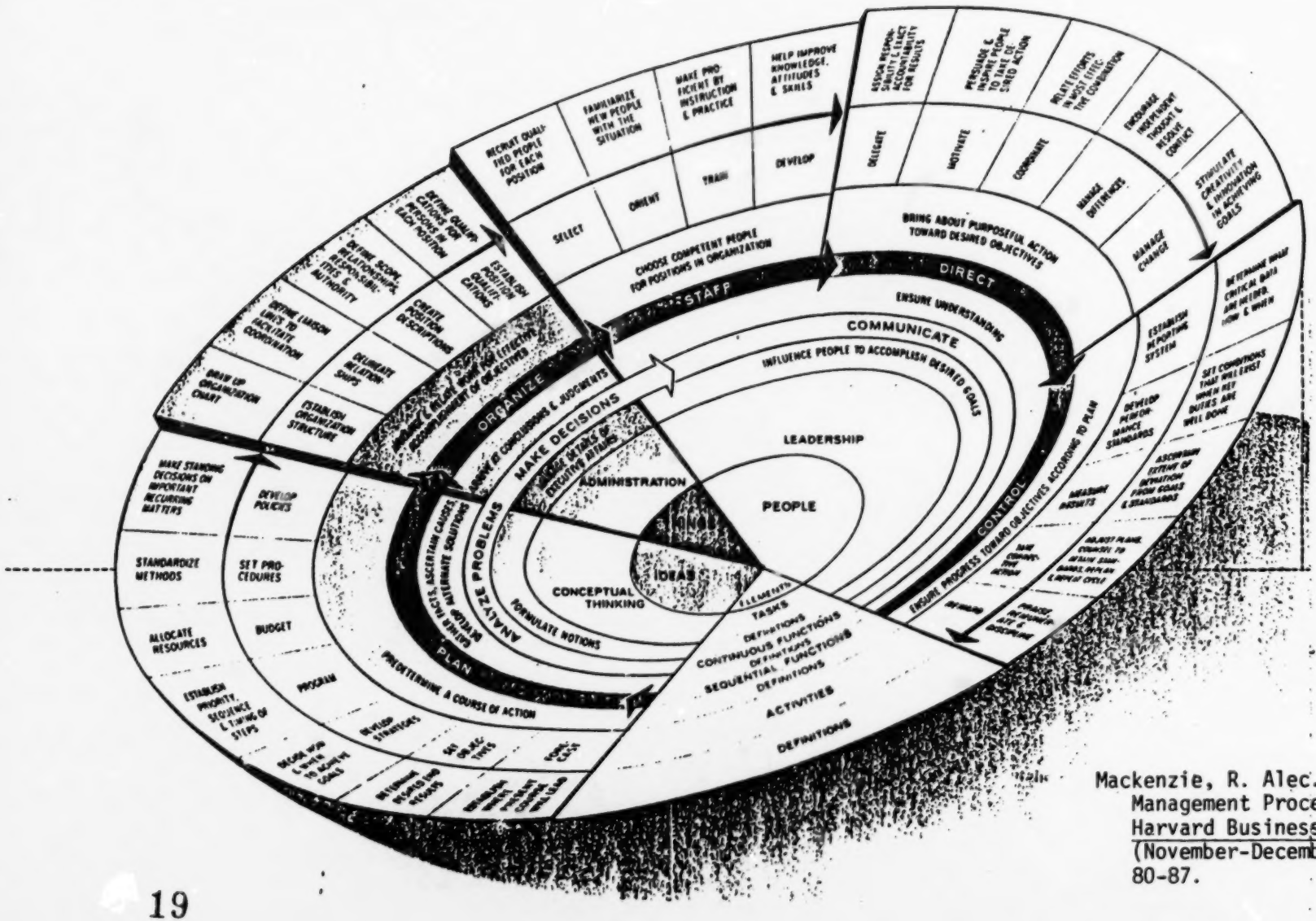
EXHIBIT 3 THE MANAGEMENT PROCESS



Mackenzie, R. Alec. "The Management Process in 3-D." Harvard Business Review 47 (November-December 1969): 80-87.

Exhibit 4

The key elements, tasks, functions, and activities presented in MacKenzie's Management Process are:

MANAGEMENT PROCESSES

Elements	Tasks	Continuous Functions	Sequential Functions	Activities	
Ideas	Conceptual Thinking	Analyze	Plan	Forecast Set Objectives Develop Strategies Program	Budget Set Procedures Develop Policies
Things	Administration	Make Decisions	Organize	Establish Organizational Structure Delineate Relationships	Create Position Descriptions Establish Position Qualifications
People	Leadership	Communicate	Staff	Select Orient	Train Develop
People	Leadership	Communicate	Direct	Delegate Motivate Coordinate	Manage Differences Manage Change
People	Leadership	Communicate	Control	Establish Reporting System Develop Performance Standards Measure Results	Take Corrective Action Reward

To this list the following should be added because it has particular relevance in the educational and nonprofit setting.

	Evaluate	Establish Internal Research/ Analytical Processes	Respond to External Accountability Requirements

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knowledge from other disciplines, such as psychology, sociology, decision theory, mathematics, operations research, and physical science. These various discipline backgrounds have, of course, led to quite different approaches to management, as described in Exhibit 5. It is important to understand these various approaches because (1) higher-education administrators come from various discipline backgrounds, and (2) specialists from appropriate disciplines will need to be considered for developing specific topical areas of the Program's educational services.

These various management approaches can be related to the six functions of the management process presented earlier, but there is little precision to the matching process. When specific activities within these functions are analyzed, there is even less precision as to the disciplines or schools of thought that relate to each activity. Exhibit 6 presents how the various approaches might be related to the major management functions, however.

Executive-level Functions. Given the broad and encompassing background just presented about the various management processes, as well as the approaches that relate to these processes, a decision must be made regarding which functions are most appropriate for executive-level administrators. Executives are continuously involved in analyzing problems, making decisions, and communicating about issues that are of critical importance to the institution on a macro level. Their primary attention is devoted to the strategic rather than the operational activities of management. (Strategic activities are here defined as those that involve decisions regarding the objectives of the organization, changes in those objectives, the resources used to obtain objectives, and the policies that govern the acquisition, use, and disposition of resources. Operational activities are those that assure that specific tasks are carried out efficently and effectively.)[1]

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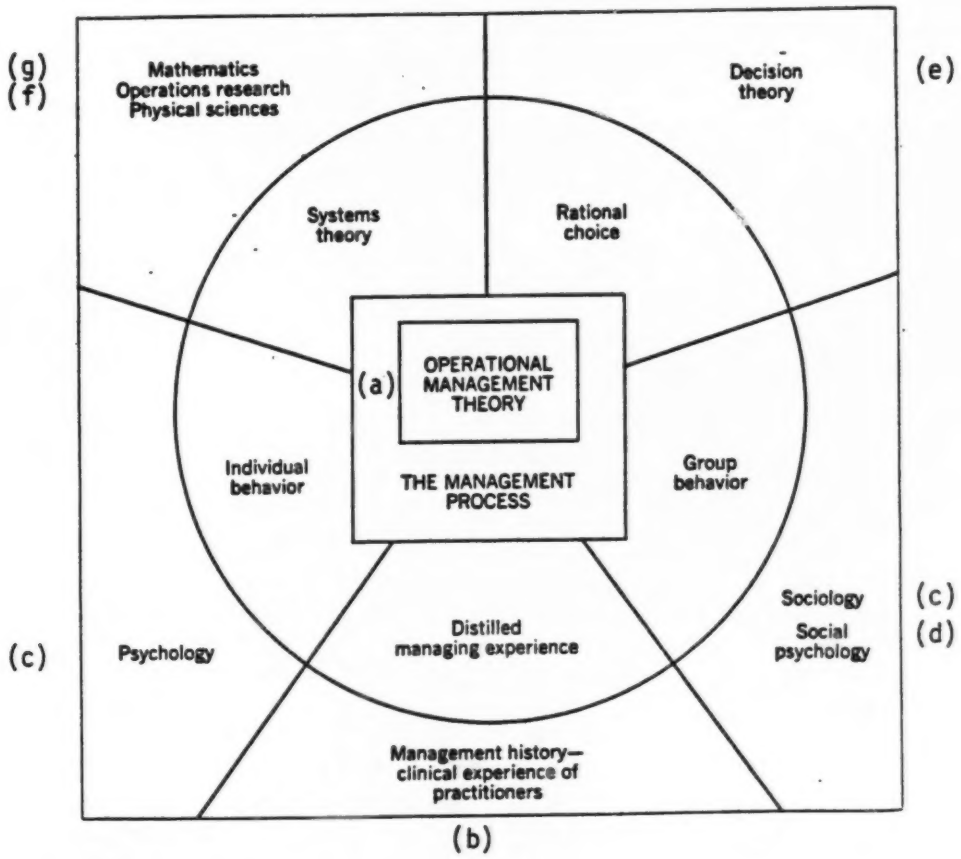
[1] Robert N. Anthony, Planning and Control Systems: A Framework for Analysis, (Harvard: Harvard Business School, 1965).

Exhibit 5 Page 1 of 3

Management as an Organized Body of Knowledge and Theory

Also Draws on Techniques and Theoretical Knowledge From Other Disciplines*



*From Essentials of Management by Harold Koontz and Cyril O'Donnel, page 18. Published 1974 by McGraw-Hill Book Company: (Reference letters have been added to relate the various parts of the figure to the following descriptive notes.)

The Approaches to Management**

(a) Operational Approach — Relating the body of management knowledge to the nature of the managerial task through the utilization of the managerial functions.

—Nature and purpose of each function

—Structural properties of each function

Exhibit 5 (cont'd.)

—How each function is undertaken

—Underlying principles and theory in each function

—Techniques most useful in each function

—Difficulties involved in each function

—How an environment for performance is created in each function

(b) Empirical Approach — Analyzing management by a study of experience with the intention of transferring knowledge and also drawing generalizations. This includes the study of successes and mistakes made by managers in individual cases.

(c) Human Behavior Approach — Concentrating on the human aspect of management, including people's working together to accomplish group objectives. This involves a heavy orientation to individual and social psychology, ranging in emphasis from seeing psychology as a necessary part of the manager's job to using psychological behavior of individuals and groups as the core of management. (This is also variously called the human relations, leadership, or behavioral sciences approach.)

(d) Social System Approach — Looking upon management as a social system of cultural interrelationships. It describes the cultural relationships of various social groups, attempting to integrate them into a system.

(e) Decision Theory Approach — Concentrating on rational decision--the selection, from among possible alternatives, of a course of action. This may deal with the decision itself, with the persons or organized group making the decision, or with an analysis of the decision process. This may involve consideration of the economic rationale

of the decision, thus drawing on economic theorists with theory oriented to model construction and mathematics. It may also involve the psychological and sociological aspects and environment of both the decisions and decisionmakers. The decision theory school has, however, expanded its horizon to examine the entire sphere of enterprise activity, including the nature of organization structure, the psychological and social reactions of individuals and groups, development of basic information for decisions, and analysis of values.

(f) Communications Center Approach — Looking at the manager as a communications center (receiving information, storing and processing it, and disseminating it), building the knowledge of managing around this concept. Thus the role of communication in management is emphasized, as well as the central importance of decisionmaking. It is also a means by which computer science and information systems can be geared to management through action.

(g) Mathematical Approach — Viewing management as a system of mathematical models and processes. It forces upon the researcher the definition of a problem or problem area; it allows the insertion of symbols for unknown data; and it furnishes a powerful tool, through its logical methodology, for solving or simplifying complex phenomena. It involves the operations researchers or operation analysts, sometimes called management scientists.

**Harold Koontz and Cyril O'Donnell, in Chapter 2 of their book *Essentials of Management* (1974), group the various approaches to management into seven categories. The brief descriptions presented here of these seven categories represent extractions from the broader sketches provided by the authors.

Exhibit 6

Possible Relationship of Management Approaches to Management Functions

Management Functions	Management Approaches	Related Sources, Disciplines, Schools of Thought
PLAN		
	Operational	Business/Management
	Empirical	Practical Experience and Case Studies
	Decision Theory	Economics Psychology Sociology Organizational Theory
ORGANIZE		
	Decision Theory	Organizational Theory Sociology Psychology
	Empirical	Practical Experience and Case Studies
	Operational	Business/Management
STAFF		
	Human Behavior/ Behavioral Sciences	Psychology Sociology
	Social System	Sociology Social Psychology
DIRECT		
	Human Behavior/ Behavioral Sciences	Psychology Sociology
	Social System	Sociology Social Psychology
CONTROL		
	Human Behavior/ Behavioral Sciences	Psychology Sociology
	Communications Center	Mathematics Operations Research
	Mathematical	Mathematics Operations Research Physical Sciences
EVALUATE		
	Operational	Business Management
	Empirical	Practical Experience and Case Studies
	Mathematical	Mathematics Operations Research
	Communications Center	Mathematics Operations Research

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Thus, the Management Development Program will limit its scope to dealing with the strategic management functions of planning, organizing, and evaluating. For the planning and organizing functions, attention will be directed to reviewing various approaches and evaluating alternative processes. For the evaluating function, attention will be directed to reviewing the ways and means of establishing internal research and analytical processes as well as responding to external accountability requirements.

Proposed Organizing Structure for Identifying Educational Activities

By looking at the management context, the environmental impact, and the executive-level role, the decisionmaking context in the higher-education setting can be summarized. Then by adding the scope and substance to be considered, one can develop a preliminary organizing structure or framework for identifying educational activities in which the Program might be involved at least initially, as displayed in Exhibit 7.

The framework represents what the Program staff believe executive-level administrators in higher education ought to know or understand in order to improve their management capabilities. In designing the curriculum for a management institute this would be an ideal guiding structure from our perspective. However, what administrators "ought to know," and what they "want to know" can be two quite different things.

The educational services to be developed and conducted by the Program include both seminars (one- to three-days duration) and management institutes (five- to ten-days duration). Seminar topics must be appealing to the potential audience (i.e., marketable) and thus generally must respond to current issues and problems. Some amount of what we feel administrators ought to know (such as history, theory, etc.) can (and will be) included in seminar presentations, but the major content of the seminar must address what the participants want

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Exhibit 7

MANAGEMENT DEVELOPMENT PROGRAM

PRELIMINARY ORGANIZING STRUCTURE FOR IDENTIFYING EDUCATIONAL ACTIVITIES

DECISIONMAKING CONTEXT IN HIGHER EDUCATION	SCOPE			SUBSTANCE						
	General	Institutional	Program/ Dept.	Structure	Finances	Enrollments	Human Resources	Facilities	Fund Raising	Other
I. The Management Context										
A. The unique aspects of higher-education institutions as organizations										
• Description of	x									
• Assessment of institutional capability to understand and react		x								
B. The need to recognize higher-education management as a profession and field of study										
• Description of	x									
• Assessment of the higher-education enterprise to understand and respond	x									
• Assessment of individual administrators' capabilities to cope with and modify	x									
II. The Environmental Impact--Remote and Proximate										
A. Description of the various actors, issues, conditions, and impacts	x									
B. Assessment of institutional capabilities for monitoring the environment		x								
C. Assessment of institutional capabilities for interfacing and responding		x								
III. The Executive-Level Role										
A. Continuous Functions										
• Analyzing Problems	x	x								
• Making Decisions	x	x								
• Communicating	x	x								
B. Strategic (versus operational) Functions										
• Planning		x	x	x	x	x	x	x	x	x
--Reviewing various approaches --Evaluating alternative processes										
• Organizing		x	x	x	x	x	x	x	x	x
--Reviewing various approaches --Evaluating alternative processes										
• Evaluating		x	x	x	x	x	x	x	x	x
--Establishing internal review processes --Responding to external accountability requirements										

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to know and must also include practical experience and application. A management institute, however, can include much more of what an administrator ought to know and a little less of what they want to know.

The Program's first obligation to its primary funder (NIE) is to develop and conduct several seminars and to make a specified amount of income. A second obligation to the funder is to develop and conduct (by 1982) some type of management institute. It is anticipated that the seminars developed during this year and next year can be adapted or modified as necessary and then grouped together with some other brief presentations to form the content for at least one management institute. Because of the necessity to meet this obligation, the approach used for developing both the seminar and institute topics will thus be from a problem or issue perspective rather than from the structured curriculum perspective.

Even without these specific obligations (or limitations) it is felt that the Program can respond better and quicker to the intended audience's needs by focusing the content of the Program's educational services on current issues and/or problems. It is planned, however, that the content of every seminar and every institute module will include appropriate theory and general background as well as a considerable emphasis on practical experience and application. Also, every attempt will be made to select issues and or problems that after development into seminars can be briefly modified or adapted over time to ensure their continuing marketability.

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Proposed Topics for
Educational Services

Given the organizing structure that has been developed, specific topics within the three primary areas of the structure can be proposed. Exhibit 8 lists these proposed topics. Many of the topics are very marketable as stand-alone subjects and can be developed into one- or two-day seminars. As just discussed,

EXHIBIT 8

MANAGEMENT DEVELOPMENT PROGRAM

Proposed Topics for Educational Services

Areas and Topics	TYPE OF POTENTIAL SERVICE		
	Seminars	Institutes	Publications
I The Management Context			
• Unique aspects of higher-education institutions as organizations.	Include as a segment of a broader topic.	Include as a session or two in all institutes.	Publish a topical monograph or article.
• Higher-education management as a profession and field of study and the limitations of higher-education administrators as well as the history of higher-education programs.	Include as a segment of a broader topic.	Include as a brief session in some institutes.	Publish a topical monograph or article.
II The Environment	Conduct one- to two-day seminars on various topics relating to the environment.	Include environmental topics as numerous sessions in all institutes.	Publish topical monographs or articles on various aspects of current environmental impacts.
• Description of various actors, issues, conditions, and impacts.			
• Assessment of institutional capabilities for monitoring.			
• Assessment of institutional capabilities for interfacing and responding.			

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MANAGEMENT DEVELOPMENT PROGRAM

Proposed Topics for Educational Services

Areas and Topics	TYPE OF POTENTIAL SERVICE		
	Seminars	Institutes	Publications
III The Executive-Level Role			
• Continuous Function -Decisionmaking Styles -Role of Information on Decisionmaking -External/Internal Roles: Understanding the Role the President is to Play as Well as the Roles Others Play in Key Boundary Positions	Conduct one-day seminar.	Include as two or three sessions in all institutes.	Publish topical monographs or articles.
• Planning -Institutional Planning: Strategic Planning for a Changing Environment -Academic Program Planning and Review -Enrollment Planning: How to Analyze and Plan for Shifting Student Interests and Declining or Stabilizing Enrollments -Facilities Revitalization: How to Use Current Facilities for New or Unintended Purposes -How to Plan for Resource Utilization -Management Opportunities in Collective Bargaining -Alternative Ways to Market a College -Assessing Higher-Education Issues: How to Evaluate, Set Priorities, and Determine Issues That Can Be Dealt With -Institutional Image: How to Understand and Change the Perceived Image -Current Environmental Issues Affecting Higher Education -The Impact of the Environment on Higher Education: Institutional Capabilities for Monitoring, Interfacing, and Responding -Determining a Flexible Management Data System for Higher Education Institutions: How to Be Responsive to the Changing Information Needs of Executive Management	Conduct one- to two-day seminars.	Conduct a Planning Institute of one week. Include planning topics as sessions in other institutes.	Publish articles and monographs. Publish Training Guides.

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MANAGEMENT DEVELOPMENT PROGRAM

Proposed Topics for Educational Services

Areas and Topics	TYPE OF POTENTIAL SERVICE		
	Seminars	Institutes	Publications
• Organizing	Conduct one- to two-day seminars.	Conduct an Institute on Organizing for one week. Include sessions on organizational structure/ behavior in other institutes.	Publish articles and monographs.
-External Control of Organizations			
-Organizational Effectiveness			
-Interorganizational Relations			
-Effective Organizational Structures in the Higher-Education Setting			
• Evaluating	Conduct one- to two-day seminars.	Conduct an Institute on Evaluating topics for one week. Include sessions on evaluating topics in other institutes.	Publish articles and monographs.
-Evaluating Higher Education: The Institution, Its Program, Administrators, and Faculty			
-Outcomes Analyses [In Specific Areas]			

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it is hoped that these separate seminars can then be aggregated (with modifications) into appropriate one-week management institutes. For example, several separate seminars could be held regarding various planning topics. These then could be combined with some other brief presentations on the management context, the environment, and the executive-level role to make a one-week institute focusing on aspects of planning. Additionally, most of the topics could result in various types of publications (such as topical monographs, published articles, and training guides.)

Priorities for Development

As previously noted, individual seminars must be developed first, unless additional funding becomes available to develop the total content for an institute at one time. Given the existence of two planning seminars already developed, as well as NCHEMS current R & D capabilities in the planning area, the development of further topics and perhaps an institute focusing on planning will receive first priority. Topics relating to the evaluating management function will be developed next due to NCHEMS historical expertise in this area. Finally, as NCHEMS Organizational Studies Program begins to produce R & D results, topics related to the organizing management function will be identified and developed. Seminars on various topics are being and will continue to be offered throughout the year.

It is proposed that two to four short management institutes be developed. Each institute might focus on a different management function (such as planning or organizing or evaluating). Another approach could be to have one or two institutes focus on strategic considerations for an executive-level audience and the other one or two institutes focus on support or implementation considerations for an audience of support staff or mid-level managers. Other topics dealing with the management context, the environment, and the overall view of the executive-level role will be developed as resources permit and as needed for inclusion

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in the institutes. Eventually, it is anticipated that the institutes will be offered back-to-back, perhaps twice a year. Participants will be able to enroll for one or all institutes. This will provide an alternative registration approach sensitive to the demanding schedules of executive-level administrators.

Other educational services, monographs, articles, and self-instructional training guides will be developed as time and resources permit. The provision of information about educational services available elsewhere will occur continuously.

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